



MP INTERNATIONAL SCHOOL KASARGOD

एम.पी.अंतर्राष्ट्रीय विद्यालय कासरगोड

AFFILIATED TO CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

APPROVED BY NORTH WEST ACCREDITATION COMMISSION, USA

RECOGNIZED BY THE GOVERNMENT OF KERALA

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ANNUAL CONFIDENTIAL REPORT OF THE WORK AND CONDUCT

2023-2024

M S SUJANPAL

MPT/22/232

PROFILE



M S SUJANPAL
MPT/22/232

NAME	M S SUJANPAL
Employee ID	MPT/22/232
DESIGNATION	TEACHER
STAFF TYPE	TEACHING STAFF
DATE OF JOINING	01/02/2024
ADDRESS	
CONTACT NO.	7907746436
AGE	0
GENDER	MALE
EMAIL	sujanpal@mpis.in
DATE OF BIRTH	30/11/-0001
BLOOD GROUP	
COUNTRY	INDIA
STATE	KERALA
PARENT	
MOTHER TONGUE	MALAYALAM
QUALIFICATION	
EXPERIENCE	0 YEARS, 4 MONTHS, 10 DAYS
QUOTA	
ACCOUNT NO.	
WORKING TYPE	PERMANENT
PHYSICALLY DISABLED	NO
OASIS ID	.
UDISE CODE	.

FALAK

Falak is the mandatory training to be attended by teachers in identified areas of improvement. Each teacher has to complete a 50 hours training program organized by the Central Board of Secondary Education. Topic of the session is suggested by the section/department heads after analyzing the FACE and the teacher will be registered at the school level. Each teacher has to attend 50 online training program, upload the details and submit it

DIKSHA

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FACE

1.PLANNING FOR INSTRUCTION

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
The lesson plan incorporated all the appropriate components of a lesson plan model.			C	2
The lesson plan was well thought out.			C	2
Adaptation for learning styles was evident.			C	2
Accurate understanding of subject matter was evident.			C	2
Objectives are obviously observable and measurable			C	2
Includes the three domains; cognitive, affective, psychomotor “ across all reasoning levels			C	2
Lesson is creatively opened by tapping interest & prior knowledge, and procedures are described			C	2
Includes a variety of teaching strategies using Multiple; Intelligences theory			C	2
Differentiated Instruction clearly evident			C	2
Summary provided to reinforce learning and reference to future learning			C	2
Assessment -Appropriate and connected to all objectives Specific description of both formative and summative assessments; Details at least two different ways to represent learning; e.g. concept map, quiz, reflective response			C	2

2.CLASSROOM CLIMATE

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
1.Ice breaking is done			D	1
2.. State the objective/outcome of the current lesson/session			D	1
3.Link the previous lesson to the current lesson			C	2
4.Quality of introduction - captivate / capture learners interest.			C	2
5.Teach with lesson notes and lesson plan			D	1
6.Summarized the lesson by highlighting			C	2

the key points				
7.Covering the lesson within the stipulated time (Started on time and ended on time)			C	2
8.Use of appropriate teaching methods (Question and answer, Demonstration, experimentation, Discussion/Group work, Field work)			C	2
9.Use of appropriate teaching/learning aids			D	1
10.Use of varied teaching methods			C	2
11.Moving in class to observe students work			C	2
12.Marking/checking students in class			C	2
13.No chorus answers/knowing learners by name			C	2
14.Learners are treated in a fair, clear and consistent manner			C	2

3.STUDENT ENGAGEMENT

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
1. Learners engage in activities and learning that are challenging but attainable			C	2
2.Learners engage in rigorous coursework, discussions			C	2
3.Learners demonstrate a congenial and supportive relationship with their teacher			C	2
4. Learners' discussions/dialogues/exchanges with each other and the teacher predominate			C	2
5. Learners are actively engaged in the learning activities			C	2
6.Learners speak and interact respectfully with teacher(s) and each other			C	2
7. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others			C	2
8.All aspects of the planned lesson were carried out effectively.			C	2
9.Studentsâ€™ involvement in lesson content was elicited.			C	2

10.Active, collaborative, and cooperative learning favored over passive learning.			C	2
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4.EVALUATING STUDENT LEARNING

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
1.Assessment techniques such as observations and pupil interviews were embedded in the lesson			C	2
2.The student teacher had evidence at the end of the lesson that the lesson objectives were met.			C	2
3.Variety of assessment strategies included & consistent with objectives			C	2
4.Actively encouraged student questions			C	2
5.Asked questions to monitor student understanding.			C	2
6.Waited sufficient time for students to answer questions			C	2
7.Listened carefully to student questions			C	2
8.Responded appropriately to student questions.			C	2
9.Restated questions and answers when necessary			C	2
10.Demonstrates respect for diversity and requires similar respect in classroom			C	2

5.PRESENTATION

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
1.Explained major/minor points with clarity.			C	2
2.Defined unfamiliar terms, concepts, and principles			C	2
3.Used good examples to clarify points.			C	2
4.Emphasized important points.			C	2
5.Writes key terms on board			C	2
6.Integrates materials (examples, cases, simulations) from "real world"			C	2

6.PROFESSIONAL BEHAVIOR ,ETHICS AND VALUES

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
1.Doesnot exhibit favoritism towards any particular student			B	3

2.Ensures studentsâ€™ safety by gaining their trust.			C	2
3. Is fair in giving grades for assessments			C	2
4.Gives a rich learning experience for the learners			C	2
5.Keeps personal and professional life different			C	2
6.Engages in positive interactions with parents or guardians for the childâ€™s future			C	2
7. Is guided by principles of caring			C	2
8. Behaves in ways that are consistent with community and professional standards			C	2
9. Lives in a way that does not undermine their efficacy in the classroom, demean their employing school entity or damage their position as a moral exemplars in the community			C	2
10.Refrains from taking advantage of professional relationships with students for their own personal benefit			C	2
11.Follows behavior management and safe schools policies			B	3
12.Acts appropriately towards students exercising care in their language, gestures and attitudes			C	2
13.Be prepared to help junior colleagues and those in training and induction in all possible ways			C	2
14.Respects the authority of senior professional colleagues			B	3
15.Refrains from making public statements which bring the profession into disrepute			C	2

7.QUESTION PAPER

Observation	FACE 1		FACE 2	
	Grade	Grade Point	Grade	Grade Point
Submitted on time			C	2
Adhered to the question paper pattern			C	2
Attached the blue print			E	0
Considered higher order thinking			C	2

Level	Exceeds Standard	Meets Standard	Progressing Towards Standard	Significantly Below Standard	No Evidence
Grade	A	B	C	D	E

RABT

RABT is the entry provision for teachers to upload the details of the additional responsibilities discharged. It can be a short term ,long term or event responsibility. The discharged responsibility adds to the Academic Index of the teacher

MY ACHIEVEMENTS

ACADEMIC PERFORMANCE

MEETING ATTENDANCE

Section 6-8			
S.no	Date	Meeting	Attendance
1	02-06-2023	Section Review Meeting 1	A
2	09-06-2023	Section Review Meeting 2	A
3	16-06-2023	Section Review Meeting 3	A
4	14-07-2023	Section Review Meeting 4	A
5	25-07-2023	Section Review Meeting 5	A
6	11-08-2023	Section Review Meeting 6	A
7	18-08-2023	Section Review Meeting 7	A
8	09-09-2023	Section Review Meeting 8	A
9	15-09-2023	Section Review Meeting 9	A
10	06-10-2023	Section Review Meeting 10	P
11	07-11-2023	Section Review Meeting 11	P
12	01-12-2023	Section Review Meeting 12	P
13	11-12-2023	Section Review Meeting 13	P
14	19-01-2024	Section Review Meeting 14	P
15	02-02-2024	Section Review Meeting 15	P
16	09-02-2024	Section Review Meeting 16	P
17	02-03-2024	Section Review Meeting 17	P
18	26-03-2024	Section Review Meeting 18	P
Total		Percentage	
18		50	

ATTENDANCE AND LEAVE REPORT

Month	Working Days	Present Days	Leaves Taken				%
			LOP	Com L	CL	ML	
January-2024	0	0.0	0	0	0	0	0
February-2024	24	24.0	0	0	0	0	100
March-2024	23	23.0	0	0	0	0	100
April-2023	0	0.0	0	0	0	0	0
May-2023	0	0.0	0	0	0	0	0
June-2023	0	0.0	0	0	0	0	0
July-2023	0	0.0	0	0	0	0	0
August-2023	0	0.0	0	0	0	0	0
September-2023	0	0.0	0	0	0	0	0
October.-2023	0	0.0	0	0	0	0	0
November.-2023	0	0.0	0	0	0	0	0
December-2023	0	0.0	0	0	0	0	0
Total	47	47	0	0	0	0	100

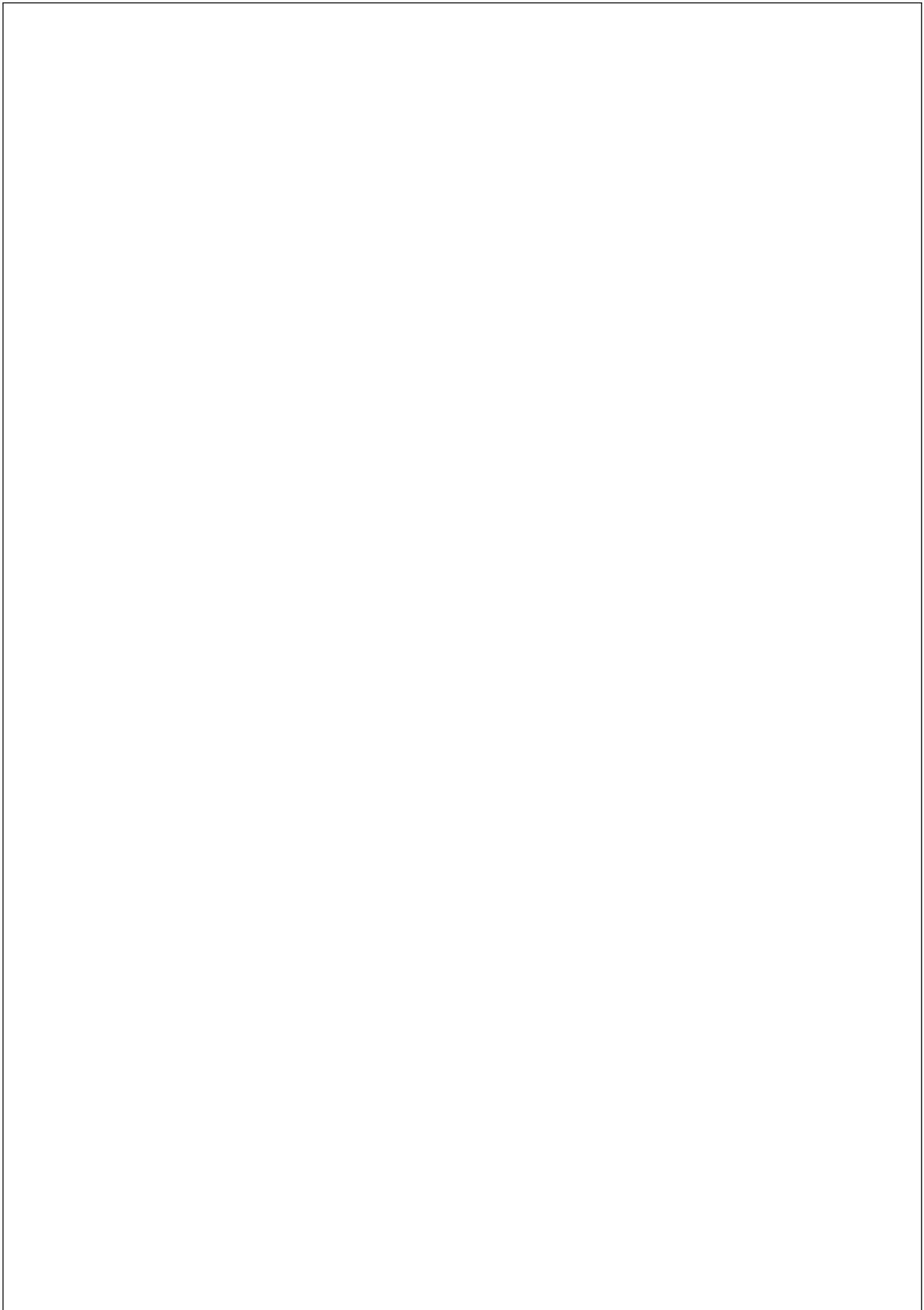
QARA

This is where the teachers of MPIS are supposed to make entry of the books they read during an academic year. The addition of books adds points to the Academic Performance Index

API SCORE

#	Name	API SCORE
1	FALAK	0
2	DIKSHA	0
3	RABT	0
4	QARA	0
5	UDAAN	0

GATE PASS



Memo

STRENGTHS AND AREAS FOR IMPROVEMENT

Your consistent adherence to school instructions helps maintain a well-organized and efficient educational environment. Your willingness to accept and carry out additional responsibilities is greatly appreciated and shows your dedication to our school. Your respect and professionalism towards colleagues contribute to a positive and collaborative work environment. Your respect for and adherence to school policies ensure a consistent and fair approach to education for all. Your willingness to stay back after school hours to assist with various activities reflects your dedication and commitment to student success. Your unbiased approach in treating all students equally is commendable and fosters an inclusive classroom. Your prompt acknowledgment of communication from heads and department heads demonstrates your respect for school leadership. Submit all work on time to demonstrate reliability and responsibility. Promptly acknowledge and respond to communications from the Head, Section Heads and Department Heads. Regularly update the school portal to keep accurate records and provide timely information.

SELF ASSESSMENT & SH ASSESSMENT

Professional Competence and Practice				
Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Develop and execute lesson plans that align with curriculum standards and cater to diverse student needs.			Sometimes	2
Modify teaching strategies and materials to accommodate varying learning styles, abilities, and backgrounds among students.				
Offer timely and meaningful feedback to students to guide their learning and promote growth.			Sometimes	2
Cultivate a classroom atmosphere that is inclusive, supportive, and conducive to academic and social-emotional growth.			Sometimes	2
Regularly reflect on teaching methods, student outcomes, and personal professional growth to identify areas for improvement and refinement.			Sometimes	2
Employ a variety of formative and summative assessment methods, including traditional assessments, performance tasks, and portfolios, to accurately measure student learning.			Sometimes	2
Engage students in active learning experiences, such as collaborative projects, discussions, and hands-on activities, to foster deeper understanding and retention of content.			Sometimes	2
Offer personalized interventions to assist students who require extra help in meeting learning objectives.			Sometimes	2
Ensure a consistent presence at all departmental and sectional head meetings.			Always	3
Responsively handle and resolve student inquiries in a timely manner.			Sometimes	2
Professional Development and Growth				

Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Actively seek out opportunities for professional development and growth.			Sometimes	2
Clearly define and work towards achieving professional goals.			Sometimes	2
Regularly reflect on teaching methods and student outcomes to improve practice.			Sometimes	2
Collaborate with colleagues to enhance teaching effectiveness and share best practices.			Sometimes	2
Attend professional development opportunities to enhance your skills and knowledge.			Sometimes	2
Actively implement feedback received from peers, SHs and the Head			Always	3
Stay updated on current trends and research in education.			Sometimes	2
Engage in self-reflection to assess strengths and areas for growth.			Sometimes	2
Contribute positively to the school community through professional growth efforts.			Sometimes	2
Completed the mandated 50 hours of CPD as required by CBSE and NEP 2020.			No	1

Professional Ethics and Values

Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Ensure timely submission of lesson plans that are aligned with curriculum objectives and cater to diverse student needs.			Sometimes	2
Submit question papers promptly, adhering to examination schedules and guidelines.			Sometimes	2
Arrive punctually to the classroom, ready to begin instruction at the designated start time.			Always	3
Request and obtain approval for leave in advance, adhering to school policies and procedures			Always	3
Stay informed by reading school circulars daily to stay updated on important announcements			Sometimes	2

,information and adhere to directions				
Proactively maintain anecdotal records to track student progress and behavior, without waiting for specific instructions to do so.			Sometimes	2
Record attendance accurately by signing the register and punching in on time to maintain accountability and compliance with school policies.			Always	3
Review and provide feedback on students' notes promptly to support their learning and academic progress.			Sometimes	2
Acknowledge and sign students' diaries daily to foster communication and ensure parent-teacher engagement.			Sometimes	2
Fulfill ring duty responsibilities at the designated location, ensuring supervision and safety during assigned periods.			Always	3

Professional Pedagogical Approach

Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Focuses on student attention			Always	3
Relates the lesson to previous and future lessons			Always	3
Informs students of objective of the lesson			Always	3
Plans student grouping according to instructional needs			Always	3
Chooses activities, materials, and resources appropriate for students with special needs			Sometimes	2
Chooses activities relevant to the prescribed curriculum			Always	3
Chooses activities appropriate to student abilities			Sometimes	2
Follows prescribed curriculum			Always	3
Uses available materials and resources			Always	3
Models, demonstrates and provides examples			Always	3
Monitors student learning continuously			Sometimes	2
Provides feedback and re-teaches when necessary			Sometimes	2

Provides opportunities for students to practice under direct supervision of the teacher			Sometimes	2
Provides opportunities for students to practice independently			Sometimes	2
Shows concern for students			Always	3
Praises, elicits, and responds to student questions			Sometimes	2
Teaches accurate and up-to-date information				
Communicates expectations of performance to students			Always	3
Encourages participation from all students			Always	3
Provides feedback on assignments as quickly as possible			Sometimes	2
Makes opportunities for one-to-one conferences to discuss student progress			Sometimes	2
Manages disruptive behavior constructively			Sometimes	2
Gives criticism and praise which are constructive			Sometimes	2
Makes an effort to know each student as an individual			Always	3
Communicates with parents in the best interest of the students				
Provides information related to support resources			Sometimes	2
Cooperates with other teachers, the administration, and other educational personnel			Always	3
Shares ideas and methods with other teachers			Sometimes	2
Participates in the development and review of school policies and regulations			Sometimes	2
Exercises responsibility for student management throughout the entire building			Sometimes	2
Professional Engagement in School Events				
Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Actively participate in school-organized events, such as cultural festivals, sports meets, and academic			Always	3

competitions				
Attend school events regularly and demonstrate support for student performances, achievements, and initiatives.			Sometimes	2
Contribute ideas, resources, or assistance in the planning and organization of school events, when appropriate.			Sometimes	2
Promote school events among students, parents, and the community, encouraging attendance and participation.			Sometimes	2
Engage in school events with enthusiasm, energy, and a positive attitude, fostering a sense of excitement and pride in the school community.			Always	3
Volunteer time and effort to help execute school events smoothly, whether through setup, coordination, or cleanup tasks.			Always	3
Provide constructive feedback to event organizers, offering suggestions for improvement and contributing to the enhancement of future programs.			Sometimes	2
Adapt to changes and unforeseen circumstances during school events with flexibility and a solution-oriented mindset.			Sometimes	2
Collaborate effectively with colleagues and students to ensure the success of school events, working together towards common goals.			Always	3
Reflect on personal contributions and experiences during school events, identifying strengths and areas for growth in event engagement and support.			Sometimes	2

Professional Relationship Management

Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Work collaboratively with fellow teachers to plan lessons, share resources, and align instructional strategies.			Sometimes	2

Build supportive and trusting relationships with colleagues, offering assistance, encouragement, and empathy when needed.			Always	3
Address conflicts or disagreements with colleagues professionally and constructively, seeking resolution through open communication and compromise.			Always	3
Actively participate in team meetings, committees, and professional learning communities, contributing ideas and expertise to collaborative initiatives.			Always	3
Show empathy and understanding towards colleagues' perspectives, experiences, and challenges, fostering a culture of support and mutual respect.			Always	3
Acknowledge and celebrate the achievements and contributions of colleagues			Always	3
Offer support and encouragement to colleagues in their professional development endeavors			Always	3
Reflect on interpersonal interactions and relationships with colleagues, identifying areas for improvement and actively seeking opportunities to enhance relationship management skills.			Sometimes	2
Offer mentorship and support to colleagues, sharing expertise, providing guidance, and fostering a culture of collaboration			Sometimes	2
Practice active listening skills when interacting with colleagues, demonstrating attentiveness, empathy, and understanding			Always	3
Professionally Cultivating Positive Behavior				
Standards	Self Assessment		SH Assessment	
	Level	Mark	Level	Mark
Set clear and consistent expectations for behavior in the classroom and reinforce them regularly to promote a positive learning environment.			Sometimes	2
Apply fair and consistent			Always	3

consequences for misbehavior, ensuring they are appropriate				
Address student misbehavior privately to avoid escalation and maintain dignity and respect for the student.			Always	3
Offer individualized support and interventions for students who struggle with behavior, identifying underlying causes			Sometimes	2
Teach and encourage students to develop self-regulation skills, such as impulse control and emotional management			Sometimes	2
Communicate with parents and guardians regularly regarding student behavior and maintain records			Sometimes	2
Maintain anecdotal records for each remarkable behavior case, documenting observations, interventions, and outcomes for future reference and analysis.			Sometimes	2
Resolve behavioral issues independently, considering the developmental level and individual needs of students, without relying solely on external interventions.			Sometimes	2
Make decisions regarding student behavior management that prioritize preserving students' self-esteem and well-being, demonstrating empathy and understanding in all disciplinary actions.			Sometimes	2
Demonstrate a clear understanding of the teacher's roles and responsibilities in social-emotional learning, and character development.			Always	3

CONFIDENTIAL REPORTING & REVIEWING

SECTION HEAD FEEDBACK

He is a sincere teacher. He is trying to complete his work on time. He showing respect towards his colleagues. He is cooperative. He speaks so fast that students find it difficult to understand the concept.

Recommended Professional Development

Effective Classroom Management
Differentiated Instruction
Pedagogy and Instructional Strategies
Formative Assessment Strategies
Assessment for Learning (AfL)
Rubric Development
Providing Effective Feedback to Students
Differentiating Instruction for Diverse Learners
Creating Inclusive Classroom Environments
Supporting Students with Individual Education Plans (IEPs)
Understanding and Addressing Learning Disabilities
Reflective Practice
Mentoring and Coaching Skills
Effective Communication with Parents/Guardians
CBP in Learning Outcome and Pedagogies
CBP in Critical Thinking and Creative Thinking
CBP in Active Learning
CBP in Art Integration

Section Head
SINI V K



ASSESSMENT BY THE REVIEWING OFFICER

Mr. M S Sujjanpal is a sincere teacher who strives to complete his work on time and shows respect towards his colleagues. While cooperative and willing to take on responsibilities, he could improve his class control to ensure a conducive learning environment. His fast speaking pace may pose challenges for students in understanding concepts, although he compensates by dedicating extra time to explanations. It's noted that occasional lapses in checking messages may affect timely communication with the class group. Encouraging him to speak at a more moderate pace and reminding him to regularly check messages could enhance his effectiveness in teaching and communication.

Principal
DR. ABDUL JALEEL P



Place : MP Campus

Date :11-06-2024